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ABSTRACT

Developed as part of a 310 Special Demonstration and Teacher Training Project undertaken at Brevard Community College in 1984-85, this training guide for new Competency-Based Adult Education (CBAE) teachers offers information on the CBAE concept, individualized instruction, selection of instructional materials, student orientation, and procedures. First, introductory material provides background on the CBAE project at Brevard and the rationale for the development of the training guide. Next, the guide explains the characteristics of CBAE, presenting it as an efficient and effective response to the need for individualized instruction of adult learners, and a solution to the problems created by open entry, open exit programs. The next sections describe the arrangement of CBAE instructional packages, suggest steps in orienting students to CBAE instruction, and offer guidance on the management and storage of instructional materials and tests. Suggestions regarding testing and record keeping are followed by an explanation of procedures related to the final grade, course credit, attendance, co-enrollment of regular high school students, and student placement. Finally, hints are presented on instructional methods, classroom techniques, problem students, and practices to avoid. Appendices provide samples of various forms, learning guides, a CBAE learning contract, learning laboratory guidelines, and information sheets. (EJV)

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COMPETENCY-BASED ADULT EDUCATION

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A GUIDE TO . . .

CLASSROOM MANAGEMENT

1986 2

COMPETENCY-BASED ADULT EDUCATION

A

Guide to Classroom Management

This booklet was developed under a 310 Special Demonstration & Teacher Training Project awarded by the Bureau for Adult & Community Education, Department of Education, Tallahassee, Florida to Brevard Community College, Open Campus, and Florida Atlantic University, Adult Education Division, for 1985-86.

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PURPOSE of GUIDE

Used as a training component at the CBAE Workshop Conference, May 6 & 7, 1986, St. Petersburg Beach, Florida.

Used to train new CBAE instructors.

Brevard Community College & Florida Atlantic University
are equal opportunity/equal access institutions.

COMPETENCY-BASED ADULT EDUCATION

A GUIDE TO CLASSROOM MANAGEMENT

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1986

COMPETENCY-BASED ADULT EDUCATION

CLASSROOM MANAGEMENT GUIDE "A TRAINER'S MANUAL" AND A FACILITATOR'S GUIDE"

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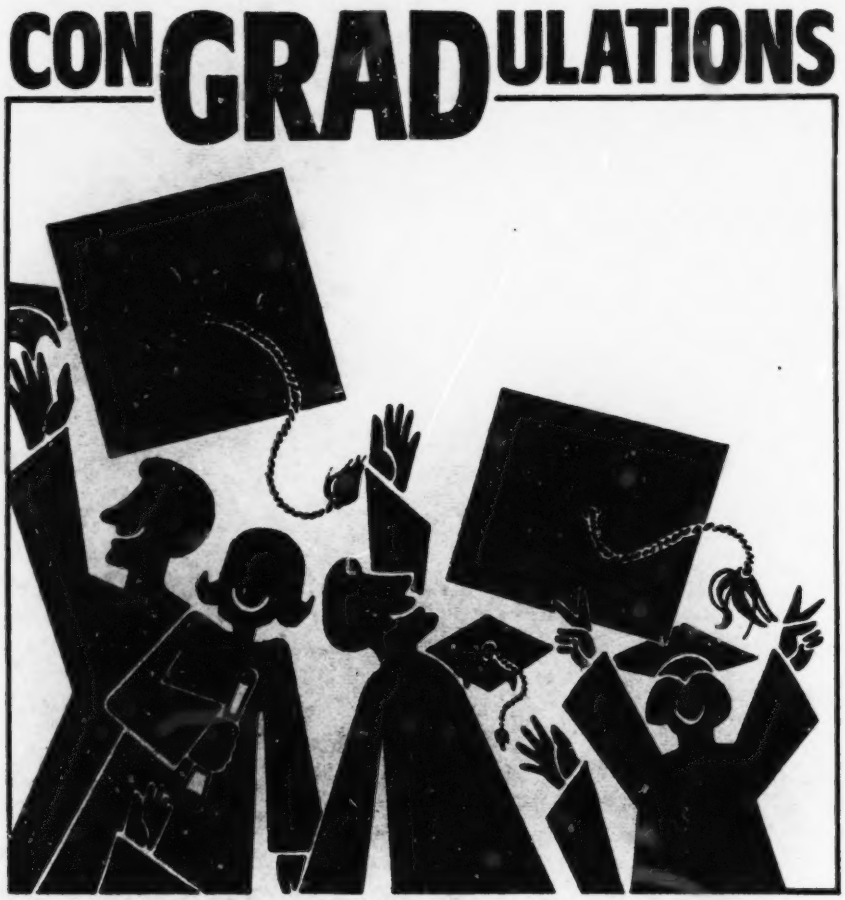


INTRODUCTION: BACKGROUND TO CBAE PROJECT

This "CBAE Guide to Classroom Management" was developed as a result of a 310 special demonstration & teacher training project conducted in Brevard County during 1984-85 when Brevard was seeking to set-up a CBAE high school completion program for the first time. It was recognized by this project that excellent CBAE programs were being conducted in other districts/community colleges. We sought to share that expertise; clarify statewide conceptions about CBAE; and to implement a model program in Brevard. Out of that project, we developed a MANAGEMENT GUIDE for COMPETENCY-BASED ADULT EDUCATION. The knowledge of 18 districts and community colleges assisted with this endeavor. Major consultant services and view of a model CBAE program were given by Mr. Ned Richardson, Principal, and his faculty at Lee Adult High School in Leesburg.

In the spring of 1985, Brevard had realized training of its adult education staff in CBAE processes, but found itself without a curriculum geared to the CBAE mode of instruction. At this time the State mandated curriculum frameworks and course Performance Standards were distributed by the Department of Education. Since adult education was now under the same graduation requirements as day school programs, it was imperative that any new curriculum be designed to meet these guidelines.

The 310 project for 1984-85 laid the groundwork for what followed in Brevard. Through the College, the Open Campus

WAS AWARDED A GRANT OF $24,000 FROM STAFF AND PROGRAM DEVELOPMENT FUNDS. FROM APRIL-SEPTEMBER, 1985, QUALIFIED TEACHER/WRITERS WERE CONTRACTED TO WRITE CBAE CURRICULUM BASED ON A STANDARD FORMAT FOR INDIVIDUALIZED INSTRUCTION. THE STATE'S CURRICULUM FRAMEWORKS AND COURSE PERFORMANCE STANDARDS WERE USED TO CREATE INDIVIDUAL STUDENT LEARNING GUIDES (MODULES) FOR EACH COURSE PERFORMANCE STANDARD. BY OCTOBER, 1985, 18 COURSES HAD BEEN WRITTEN, TYPED, REPRODUCED AND DISTRIBUTED TO ADULT CENTERS.

THIRTY-EIGHT COURSES WERE WRITTEN BY NOVEMBER, 1985. MANY OF THESE MODULES WERE BACK-LOGGED IN EITHER TYPING OR REPRODUCTION BY DECEMBER, 1985. HOWEVER, THE CONCEPT OF CBAE WAS STILL PUT IN PLACE BY SEPTEMBER. TEACHERS WERE GIVEN IN-SERVICE TRAINING; COPIES OF THE COURSE PERFORMANCE STANDARDS AND CURRICULUM FRAMEWORKS; A FORMAT FOR WRITING THEIR OWN LEARNING GUIDES; AND OTHER RELATED INFORMATION ON CBAE. PRE & POST-TESTS FOR EACH STANDARD AND FINAL EXAMINATIONS BECAME THE RESPONSIBILITY OF INSTRUCTORS WHO DID NOT HAVE COPIES OF MODULES FOR COURSES NOT YET WRITTEN OR COMPLETED.

BREVARD BECAME THE FORE-RUNNER IN CBAE MODEL WRITING GEARED TO THE NEW COURSE PERFORMANCE STANDARDS. OVER 30 DISTRICTS AND COMMUNITY COLLEGES HAVE EITHER RECEIVED SETS OR SAMPLE COPIES OF COURSES. OTHER DISTRICTS HAVE CONTINUED WITH BREVARD IN MODULE WRITING AND SHARING OF EACH OTHER'S PRODUCTS (ORANGE, PASCO, HILLSBOROUGH, PALM BEACH). IT IS EXPECTED THAT 50 COURSES WILL BE READY FOR DISTRIBUTION BY THE END OF THE SUMMER, 1986. THESE COURSES ARE ALL SELECTED FROM THE ADULT & SENIOR HIGH SCHOOL SECTION OF THE STATE COURSE CODE DIRECTORY.

A 310 Grant for 1985-86 on CBAE High School Curriculum was developed cooperatively by Florida Atlantic University and Brevard Community College. This grant's objectives were to (1) create CBAE high school completion Curriculum Packages for statewide distribution, (2) develop a CBAE Classroom Management System to accompany these packages, (3) organize a statewide CBAE Workshop Conference, (4) conduct statewide awareness sessions about the CBAE program, and (5) provide special technical assistance to districts wishing to adopt the program. Local task teams were also to be contracted under this grant to do major revisions for selected modules. Validation of these curriculum packages is being done locally and in five other districts.

In concert with implementation of CBAE in Brevard, a major need was identified in the area of classroom management. Most instructors are part-time and not contracted for inservice training prior to entry into a CBAE classroom. A core of staff has been trained which serves to provide opportunities for new staff to observe the program in action. However, it was felt that a "training guide" or reference manual was needed to prepare new instructors. This guide was designed to be used in a formal/informal training session or individually by the instructor.

Major emphasises of this "Classroom Management Guide" are in the areas of understanding the concept of CBAE; how students progress through individualized instruction; selection of appropriate instructional materials; orientation of students to the CBAE mode of instruction; management of learning guide materials and record keeping; and general information that the instructor needs to know about students, and programatic differences.

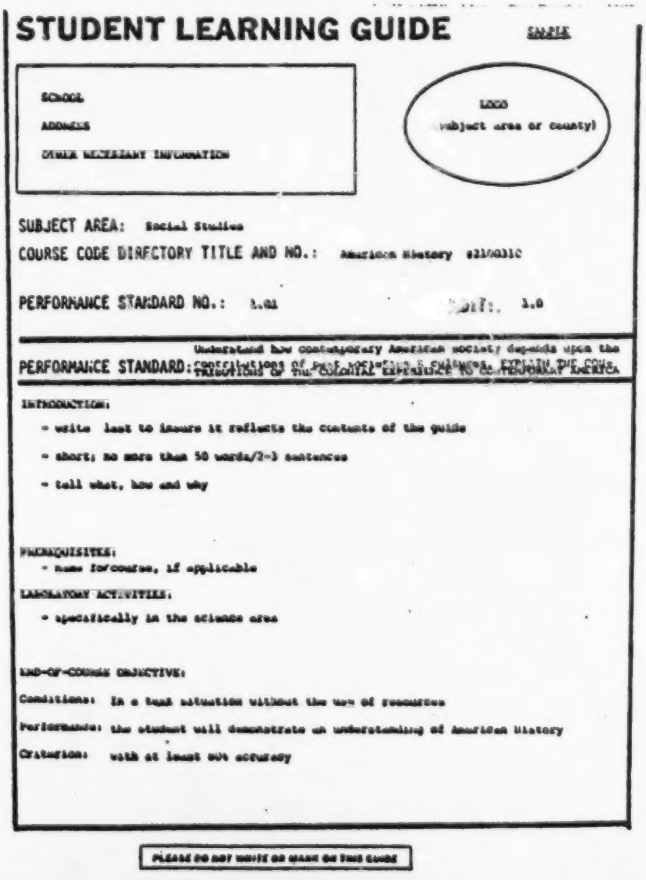
OTHER RESOURCES ON CBAE DEVELOPED BY THESE TWO 310 PROJECTS ARE:

CBAE MANAGEMENT GUIDE FOR TEACHERS, COUNSELORS, AND ADMINISTRATORS

BREVARD COUNTY CBAE STUDENT SERVICES GUIDE

ACADEMIC COURSE MODULES (STUDENT LEARNING GUIDES)
CURRICULUM PACKAGES
FOR HIGH SCHOOL CREDIT

TRAINING/TECHNICAL ASSISTANCE FOR CBAE HIGH SCHOOL COMPLETION IS AVAILABLE THROUGH THE 1985-86 GRANT. LIMITED ASSISTANCE CAN BE GIVEN AFTER JUNE 30, 1986. CONTACT DR. LUCY GUGLIELIMINO AT FLORIDA ATLANTIC UNIVERSITY, ADULT EDUCATION, BOCA RATON, FL 33432 OR BETTE SINGER AT BREVARD COMMUNITY COLLEGE, 1519 CLEARLAKE ROAD, COCOA, FL 32922.



STUDENT LEARNING GUIDE SAMPLE

SCHOOL
ADDRESS
OTHER NECESSARY INFORMATION

LOCO
(subject area or county)

SUBJECT AREA: Social Studies
COURSE CODE DIRECTORY TITLE AND NO.: American History #2110310

PERFORMANCE STANDARD NO.: 1.01 UNIT: 1.0

PERFORMANCE STANDARD: Understand how contemporary American society depends upon the contributions of the colonial experience to continental America

INTRODUCTION:
- write last to insure it reflects the contents of the guide
- short; no more than 50 words/2-3 sentences
- tell what, how and why

PREREQUISITES:
- none for course, if applicable

LABORATORY ACTIVITIES:
- specifically in the science area

END-OF-COURSE OBJECTIVE:
Conditions: In a test situation without the use of resources
Performance: the student will demonstrate an understanding of American History
Criterion: with at least 80% accuracy

PLEASE DO NOT WRITE OR MARK ON THIS GUIDE

BEST COPY AVAILABLE

A COMPETENCY-BASED CLASSROOM MANAGEMENT SYSTEM

THE COMPETENCY-BASED APPROACH TO EDUCATION IS A VERY REWARDING WAY TO WORK WITH ADULT LEARNERS. IT IS AN EFFICIENT AND EFFECTIVE ANSWER TO THE NEED FOR INDIVIDUALIZED INSTRUCTION AND A SOLUTION TO THE PROBLEMS CREATED BY OPEN ENTRY, OPEN EXIT PROGRAMS. BECAUSE IT IS FIRMLY BASED ON DIAGNOSIS AND PRESCRIPTION, IT IS IDEAL FOR ADULT LEARNERS, WHO COME IN WITH A WIDE RANGE OF SKILLS, KNOWLEDGE, AND EXPERIENCE.

A BRIEF REVIEW OF CBAE

FOCUS: CBE FOCUSES ON ACADEMIC SKILLS AND LIFE SKILLS. THESE CBAE ADULT SECONDARY MATERIALS INCORPORATE FEWER LIFE SKILLS THAN MOST CBE APPROACHES BECAUSE THEY ARE BASED ON STATE-MANDATED PERFORMANCE STANDARDS AND COMPETENCIES.

INSTRUCTOR: THE INSTRUCTOR ACTS PRIMARILY AS A FACILITATOR OF LEARNING RATHER THAN AS A TEACHER. THE LEARNING FACILITATOR RECOMMENDS LEARNING ACTIVITIES BASED ON TEST OUTCOMES, SUGGESTS MATERIALS, RESPONDS TO QUESTIONS, SCORES TESTS, GIVES FEEDBACK, AND KEEPS RECORDS. HE/SHE MAY "TEACH" A DIFFICULT OR ESPECIALLY INTERESTING POINT TO AN INDIVIDUAL, A SMALL GROUP, OR PERHAPS EVEN OCCASIONALLY THE ENTIRE CLASS, BUT MOST OF THE TIME STUDENTS ARE WORKING AT THEIR OWN PACE INDIVIDUALLY OR IN SMALL GROUPS.

LEARNER: THE STUDENTS ACCEPT RESPONSIBILITY FOR THEIR OWN LEARNING. THEY BECOME FAMILIAR WITH THE SYSTEM AND THE

LOCATION OF MATERIALS. THEY PARTICIPATE IN SETTING GOALS FOR THEIR PROGRESS AND MAINTAIN THEIR OWN COPY OF THE INDIVIDUAL PERFORMANCE STANDARD CHECK SHEET (SEE FORM C). THEY AGREE TO WORK ON THEIR OWN, BUT THEY ALSO AGREE TO SEEK HELP RATHER THAN BEING BLOCKED WHEN THEY ENCOUNTER SOMETHING THAT IS DIFFICULT FOR THEM.

OBJECTIVES: THE OBJECTIVES ARE MEASURABLE AND THEY ARE SPECIFIED UP FRONT, WITH MEASUREMENT CRITERIA FULLY EXPLAINED. IN MOST CBE PROGRAMS, THE OBJECTIVES ARE JOINTLY DETERMINED BY THE LEARNER AND THE FACILITATOR. FOR THESE ADULT SECONDARY MATERIALS, THE COMPETENCIES AND PERFORMANCE STANDARDS ARE STATE-MANDATED.

NEEDS ASSESSMENT: NEEDS ASSESSMENT IS CONTINUOUS IN CBE, THE LEARNER IS ASSESSED BEFORE BEGINNING THE PROGRAM TO DETERMINE READINESS AND AREAS OF WEAKNESS AND STRENGTH. READING LEVEL IS ESPECIALLY IMPORTANT. STUDENTS WHO ARE READING BELOW THE EIGHTH GRADE LEVEL SHOULD NOT BE ADMITTED UNTIL THEY HAVE RECEIVED REMEDIAL INSTRUCTION. LEARNERS TAKE THE PRETEST BEFORE THEY BEGIN EACH LEARNING GUIDE; THE PRACTICE TEST OR SELF-CHECK WHEN THEY BELIEVE THEY HAVE ATTAINED THE COMPETENCIES IN THE GUIDE; AND THE POST-TEST AFTER SUCCESSFULLY COMPLETING THE SELF-CHECK. AT ANY POINT THE FACILITATOR CAN PRESCRIBE REMEDIAL MATERIALS OR ENRICHMENT MATERIALS AS NEEDED.

INSTRUCTION: INSTRUCTION IS INDIVIDUALIZED, WITH EACH STUDENT COMPLETING ONLY THE ACTIVITIES WHICH THE PRE-TEST SHOWS THAT HE/SHE NEEDS TO ACHIEVE MASTERY. IDEALLY, SEVERAL CHOICES OF LEARNING ACTIVITIES APPROPRIATE FOR A VARIETY OF LEARNING STYLES ARE AVAILABLE. (See CBAE Flow Chart on page 3).

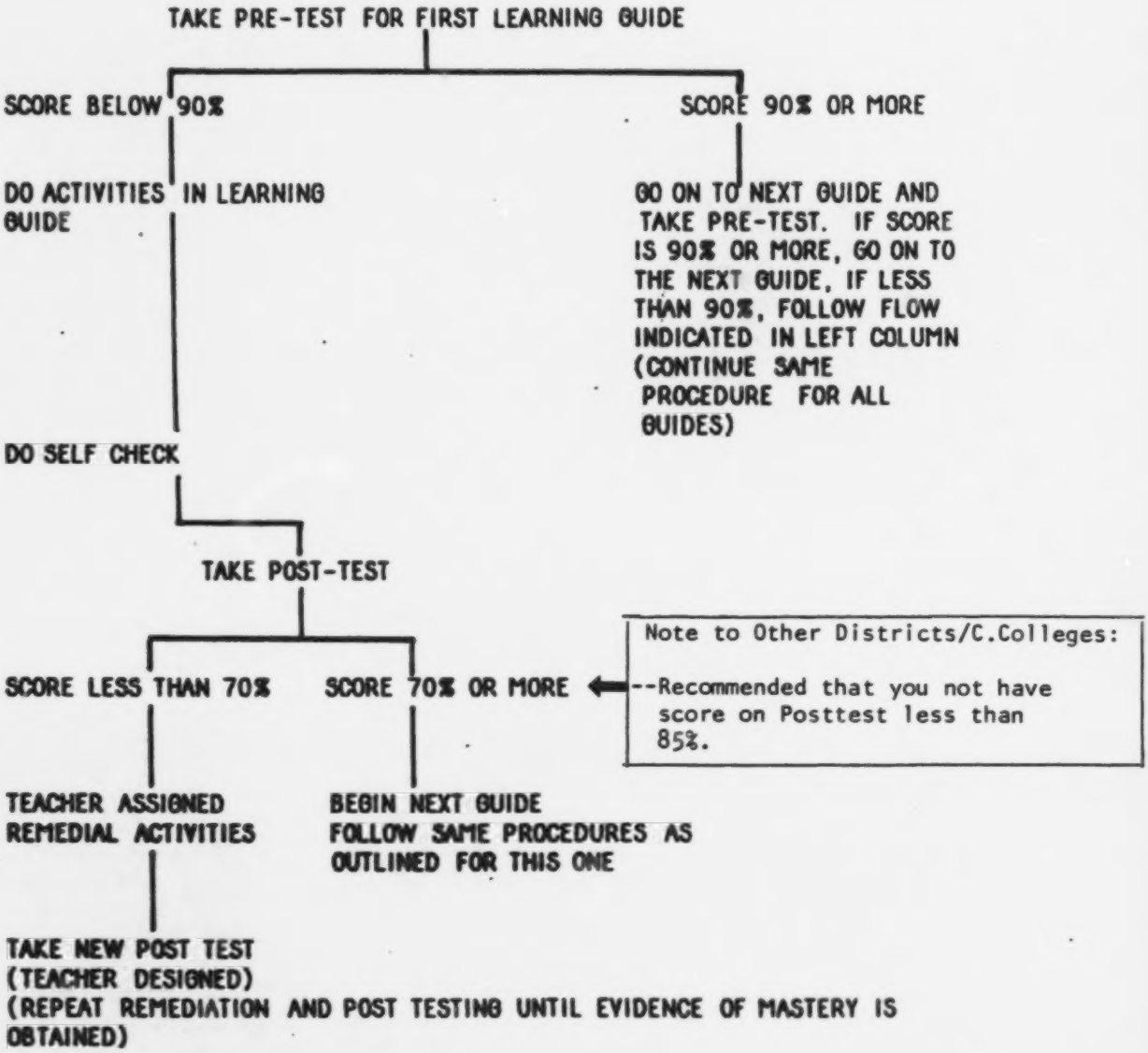
BREVARD

CBAE LEARNING GUIDE FLOW CHART

INTRODUCTION:

PRIOR TO BEGINNING YOUR FIRST LEARNING GUIDE, READ ALL OF THE INTRODUCTORY MATERIALS REGARDING THE COURSE. REVIEW THE PERFORMANCE STANDARDS AND THE SEQUENCE OF THE STANDARDS TO BE ADDRESSED FOR THE ENTIRE COURSE. IF YOU STILL HAVE ANY QUESTIONS ABOUT THE FORMAT OF THE GUIDES AND THE PROCEDURES TO BE FOLLOWED IN THE CLASS, ASK YOUR INSTRUCTOR AT THIS TIME. YOU SHOULD NOW BE READY TO BEGIN WORK ON THE LEARNING GUIDES.

FLOW CHART


TAKE PRE-TEST FOR FIRST LEARNING GUIDE
SCORE BELOW 90%
SCORE 90% OR MORE
DO ACTIVITIES IN LEARNING GUIDE
GO ON TO NEXT GUIDE AND TAKE PRE-TEST. IF SCORE IS 90% OR MORE, GO ON TO THE NEXT GUIDE, IF LESS THAN 90%, FOLLOW FLOW INDICATED IN LEFT COLUMN (CONTINUE SAME PROCEDURE FOR ALL GUIDES)
DO SELF CHECK
TAKE POST-TEST
SCORE LESS THAN 70%
SCORE 70% OR MORE
Note to Other Districts/C.Colleges:
--Recommended that you not have score on Posttest less than 85%.
TEACHER ASSIGNED REMEDIAL ACTIVITIES
BEGIN NEXT GUIDE FOLLOW SAME PROCEDURES AS OUTLINED FOR THIS ONE
TAKE NEW POST TEST (TEACHER DESIGNED)
(REPEAT REMEDIATION AND POST TESTING UNTIL EVIDENCE OF MASTERY IS OBTAINED)

NOTE: UPON COMPLETION OF ALL GUIDES, YOU MUST TAKE THE FINAL EXAM FOR THE COURSE. PASSING SCORE FOR FINAL IS 70%.

MEASUREMENT: TESTS ARE CRITERION-REFERENCED, NOT NORM-REFERENCED. EACH LEARNER'S ACHIEVEMENT IS MEASURED AGAINST THE PRE-SET STANDARD, NOT AGAINST THE PERFORMANCE OF OTHERS. THERE IS NO "CURVE" IN CBE!

TIME REQUIRED FOR MASTERY: THE TIME REQUIRED TO SUCCESSFULLY COMPLETE THE LEARNING GUIDES IS VARIABLE. EACH LEARNER WORKS AT HIS/HER OWN PACE. A STUDENT WITH A STRONG BACKGROUND MAY COMPLETE A UNIT A DAY. ANOTHER MAY REQUIRE SEVERAL DAYS.

CBAE ADULT SECONDARY MATERIALS

ARRANGEMENT OF CBAE MATERIALS:

EACH COURSE FOR ADULT HIGH SCHOOL COMPLETION HAS BEEN WRITTEN TO ACCOMMODATE INDIVIDUALIZED INSTRUCTION. THESE COURSE PACKAGES CONTAIN THE FOLLOWING:

- A COPY OF THE COURSE CURRICULUM FRAMEWORKS & PERFORMANCE STANDARDS
- A BIBLIOGRAPHY OF ALL RESOURCES USED TO WRITE THE INDIVIDUAL LEARNING GUIDES FOR EACH PERFORMANCE STANDARD
- PRE-TEST FOR EACH LEARNING GUIDE/PERFORMANCE STANDARD
- INDIVIDUAL STUDENT LEARNING GUIDES WITH LEARNING ACTIVITIES FOR EACH PERFORMANCE STANDARD
- SELF-CHECKS FOR STUDENT PRACTICE PRIOR TO TAKING POST-TEST
- SEMESTER EXAMINATIONS

EACH COURSE, WHERE APPLICABLE, IS DIVIDED INTO SEMESTERS WITH AN EXAM TO TEST THOSE COMPETENCIES MASTERED WITHIN A SEMESTER. ONE-HALF CREDIT IS AWARDED FOR EACH SEMESTER OF

A COURSE. CBAE IS OPEN ENTRY/OPEN EXIT. SEMESTERS ARE SET UP FOR THE CONVENIENCE OF REGISTRATION AND TRACKING OF STUDENTS. YOU SHOULD STUDY CAREFULLY THE BREVARD ADULT EDUCATION STUDENT SERVICES GUIDE IN ORDER TO BETTER UNDERSTAND STUDENT PROGRESS RATES AND GRADING. OBTAIN A COPY OF THIS GUIDE FROM THE ADULT CENTER DEAN.

ORIENTATION OF STUDENTS NEW TO CBAE:

THE FIRST DAY OF CLASS

- EXPLAIN THE CBE APPROACH, USING THE OVERVIEW IN THIS PACKET.
- GO OVER APPENDIX A AND THE FIRST LEARNING GUIDE WITH THEM.
- GIVE ALL NEW STUDENTS COPIES OF APPENDICES A & B TO KEEP IN THEIR FOLDERS FOR REFERENCE
- ENCOURAGE QUESTIONS.
- POST CLASSROOM EXPECTATIONS AND RULES AND EXPLAIN THE CBAE FLOW CHART.

EXPLAIN

- LOCATION OF MATERIALS
- STUDENT RESPONSIBILITIES FOR SELF PACING
- TESTING TIMES AND PROCEDURES
- RECORD KEEPING (SEE APPENDIX C: PERFORMANCE STANDARD CHECK SHEET)
- THE GRADING SYSTEM
- STUDENT RESPONSIBILITIES FOR REFILING OF MATERIALS
- CLASSROOM EXPECTATIONS AND RULES

EXPLAIN THE REQUIREMENTS FOR CO-ENROLLED STUDENTS (THOSE STUDENTS ENROLLED IN BOTH THE REGULAR HIGH SCHOOL AND THE ADULT HIGH SCHOOL) IF DIFFERENT FROM REQUIREMENT FOR ADULT STUDENTS. SUGGESTED GUIDELINES CAN BE FOUND ON PAGES 17-19.

After the First Day of Class

The facilitator will not always be able to devote sufficient time to orienting the student who is unfamiliar with CBAE while also trying to meet the needs of the other students. There are several options for accomplishing this by providing:

- Individual orientation by the facilitator or teacher aide.
- Orientation by the counselor (individual or with other new students who are beginning that evening).
- Orientation by a fellow student who is working in that area.
- The use of a self-study orientation module (see APPENDIX B & J).

NOTE: Some centers will greet and test students at any time the center is open, but will schedule opientation sessions only once or twice a week. The student may begin the student learning guides only after participation in an orientation session.

Orientation for Each Course

- Provide a list of course performance standards to each student.
- Use a course map for appropriate sequences of instruction.
- Develop a "Learning/progress agreement" with the student.
- List your agreement in the "comments" section on the Performance Standard Check Sheet (APPENDIX C).

MANAGEMENT OF MATERIALS

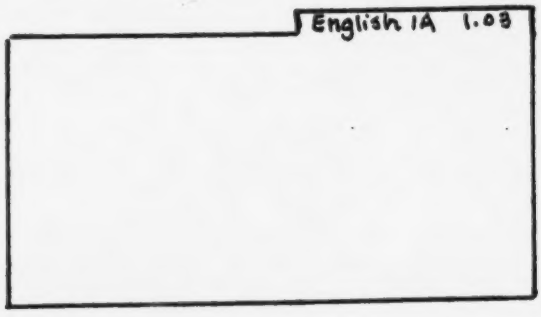
PHYSICAL ORGANIZATION AND STORAGE

EQUIPMENT NEEDED FOR EACH CLASSROOM

TWO OR THREE FILE CABINETS AND ONE LARGE STORAGE CABINET ARE SUGGESTED FOR EVENING CENTERS USING DAY SCHOOL FACILITIES. THE FILES AND STORAGE CABINETS MUST BE ABLE TO BE SECURELY LOCKED. THE FILE CABINETS ARE FOR STUDENT LEARNING GUIDES AND TESTS. THE STORAGE CABINET IS FOR THE INSTRUCTIONAL MATERIALS. THIS EQUIPMENT IS SUGGESTED AS MINIMAL FOR AN EVENING CENTER USING A DAY SCHOOL FACILITY. DAY CENTERS WITH TOTAL USE OF A FACILITY CAN BE FAR MORE SOPHISTICATED IN USE OF EQUIPMENT TO SET UP A LAB SITUATION.

LEARNING MODULES (STUDENT LEARNING GUIDES)

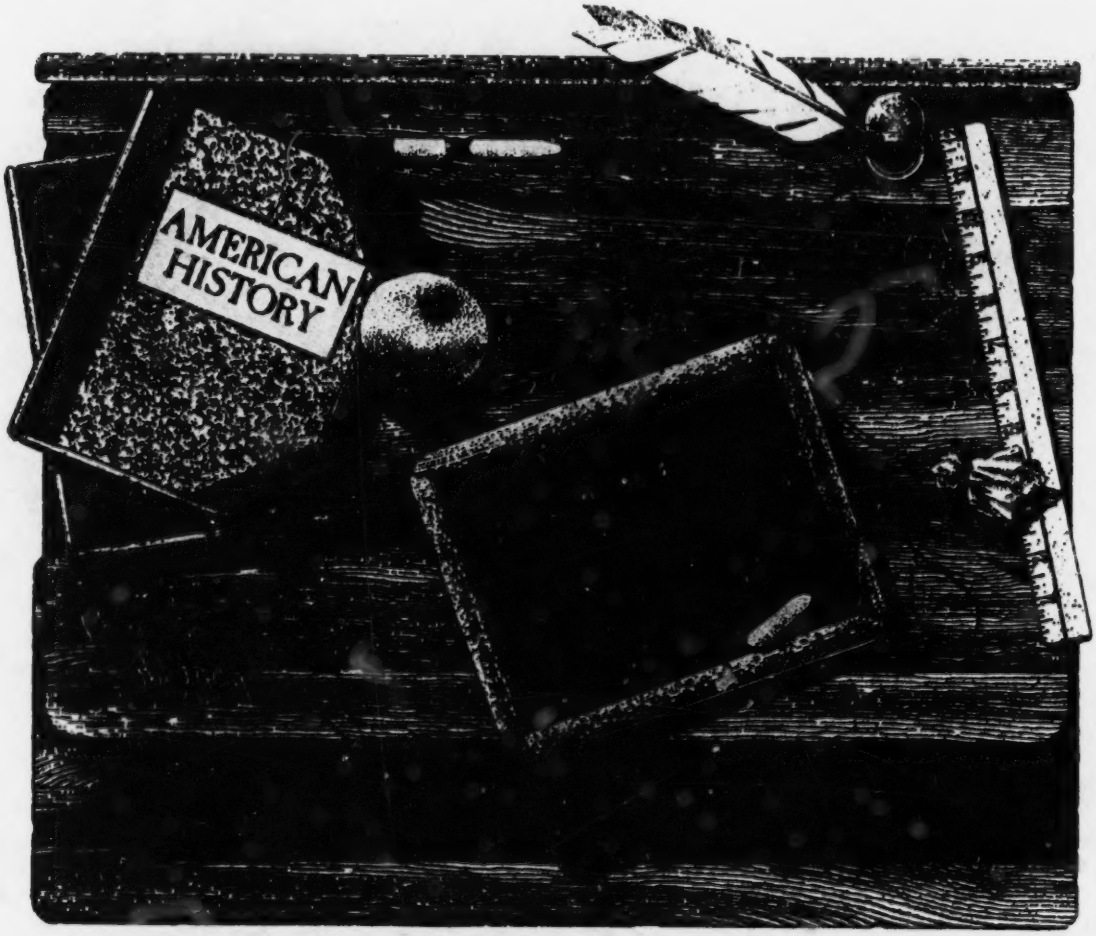
USE INDIVIDUAL MANILA FILE FOLDERS FOR EACH PERFORMANCE STANDARD.



PLACE A MINIMUM OF 15 COPIES IN EACH FOLDER. REPLACE IF STUDENTS TAKE HOME THE LEARNING GUIDE OR THE COPIES BECOME WORN. PLACE FOLDERS IN ORDER NUMERICALLY BY THE STANDARD NUMBER AS SHOWN ABOVE.

TESTS

PRE/POST-TESTS AND EXAMS ARE KEPT IN A SEPARATE, LOCKED FILE CABINET. ARRANGE IN MANILA FILE FOLDERS BY NUMBER AND HAVE A MINIMUM OF 10 TO 15 ON FILE. NUMBER EACH TEST FOR TRACKING. SOME TESTS ARE CONSUMABLE BY THE STUDENT. KEEP USED TESTS IN A SEPARATE FOLDER. DO NOT GIVE COPIES OF A COMPLETED (USED) TEST TO STUDENTS TO KEEP. LAMINATION OF TESTS IS A GOOD IDEA.

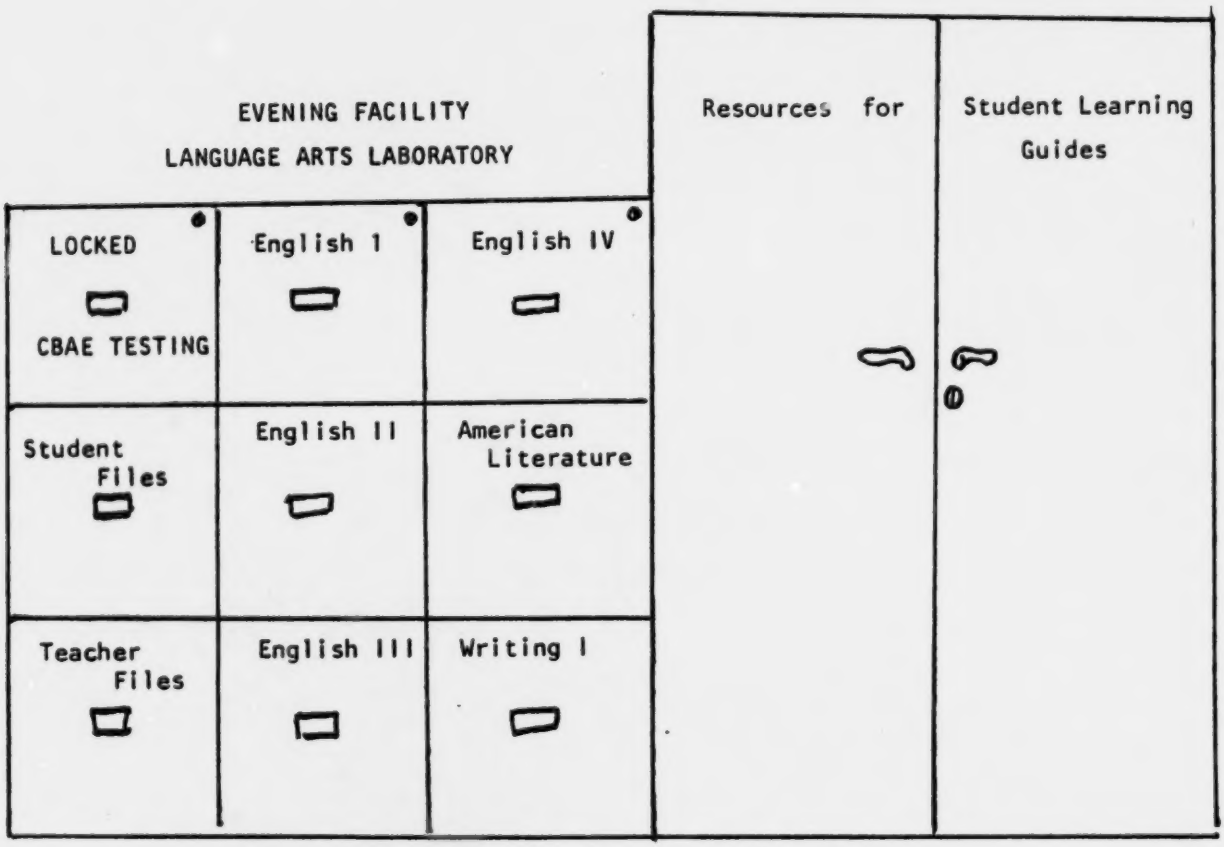


A little of the "old" and a little of the new!

INSTRUCTIONAL MATERIALS

ARRANGE INSTRUCTIONAL MATERIALS IN THE STORAGE CABINETS FOR EASY ACCESS BY STUDENTS. HAVE STUDENTS RETURN MATERIAL TO THE APPROPRIATE PLACE IN THE CABINET AFTER USE. FOR LEARNING LABS, ARRANGEMENT OF MATERIALS IS MUCH EASIER THAN FOR EVENING PROGRAMS IN A DAY SCHOOL FACILITY. FILMS, SOFTWARE, AND OTHER MEDIA AND EQUIPMENT CAN BE MORE EASILY INCORPORATED. CODE MATERIALS WITH COLOR DOTS AND POST A CHART SHOWING STUDENTS HOW TO FIND RESOURCES.

IF USING AUDIO VISUALS AND PROGRAMMED MATERIALS, YOU MAY WANT TO STORE THESE SEPARATELY AND ESTABLISH A SIGN-OUT SYSTEM. SEE APPENDIX D FOR A SAMPLE FORM WHICH COULD BE USED.



Lock All File/Storage Areas After Use

FILING AND RETRIEVAL

- STUDENTS OBTAIN THE LEARNING GUIDES FROM THE FILE FOLDER AND OBTAIN THE APPROPRIATE INSTRUCTIONAL AIDS AS OUTLINED IN THE LEARNING GUIDE. THEY FOLLOW THE DIRECTIONS IN THE IN THE LEARNING GUIDE. A PRE-TEST IS ADMINISTERED FOR EACH PERFORMANCE STANDARD. DIRECTIONS ARE FOUND IN THE GUIDE.

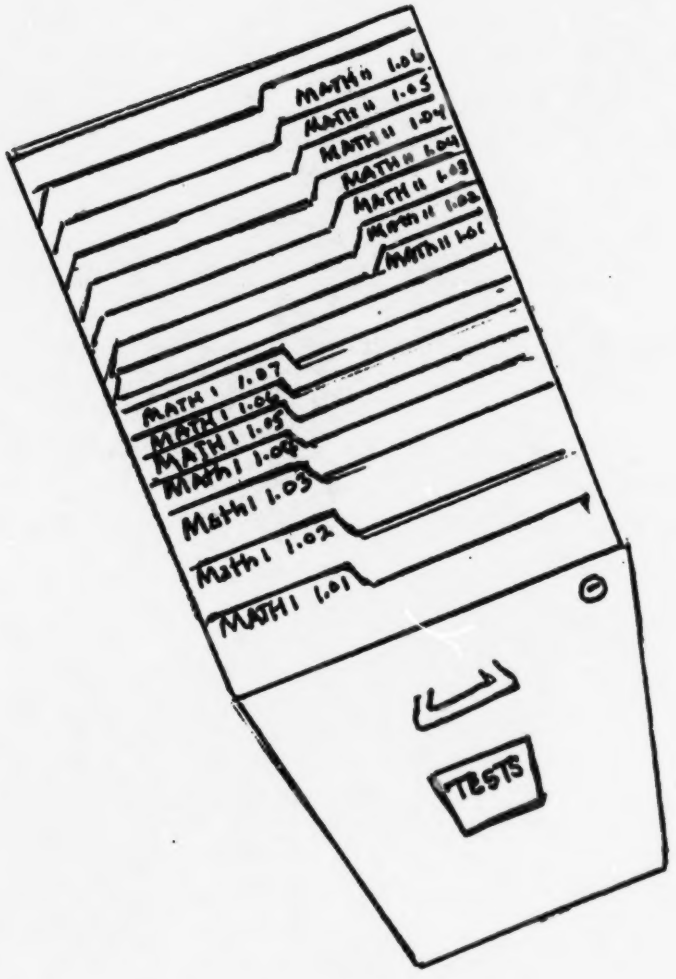
- IF THE STUDENT PASSES THE PRE-TEST AT THE PRESCRIBED SCORE, HE/SHE REFILES THE LEARNING GUIDE AND GOES ON TO THE NEXT STANDARD. (CBAE MAINTAINS THAT STUDENTS SHOULD NOT BE REQUIRED TO REPEAT KNOWLEDGE THAT THEY HAVE ALREADY MASTERED).

- IF THE STUDENT DOES NOT PASS THE PRE-TEST, HE/SHE PROCEEDS THROUGH THE LEARNING GUIDE, COMPLETING ALL ACTIVITIES AND THE PRACTICE TEST. STEP-BY-STEP DIRECTIONS ARE FOUND IN EACH LEARNING GUIDE. THE STUDENT DISCUSSES HIS/HER PROGRESS WITH THE FACILITATOR AFTER COMPLETING THE GUIDE AND PRACTICE TEST. (THE FACILITATOR IS ALWAYS AVAILABLE FOR ANY OTHER SPECIAL HELP THE STUDENT NEEDS WHILE PROGRESSING THROUGH THE LEARNING ACTIVITIES).

- THE FACILITATOR MAKES THE DECISION AS TO WHETHER THE STUDENT IS READY TO TAKE THE POST-TEST.

NOTE: FACILITATORS SHOULD WEIGH VERY CAREFULLY THE ADMINISTRATION OF THE POST-TEST. IF THE STUDENT FAILS THE TEST, HE/SHE WILL HAVE TO BE REMEDIATED AND RETAKE ANOTHER POST-TEST. THIS MAY MEAN THE FACILITATOR WILL HAVE TO DEVELOP A NEW POST-TEST IF EXTRA TESTS ON THE STANDARD ARE NOT AVAILABLE.

- PRE/POST-TESTS AND FINAL EXAMS ARE ACCESSIBLE TO ONLY THE TEACHER OR TEACHER AIDE. FILING OF THESE IS NOT DONE BY THE STUDENT. IT IS SUGGESTED THAT EACH TEST BE NUMBERED AND KEPT IN ORDER WITHIN THE FILE FOLDER. WHEN THE STUDENT IS GIVEN A TEST, MARK DOWN THE NUMBER AND THE STANDARD CODE FOR RETRIEVAL.



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CHECK-IN AND CHECK-OUT

- IF ALLOWING STUDENTS TO CHECK OUT TEXTBOOKS OR OTHER MATERIALS TO COMPLETE LEARNING GUIDES AT HOME, YOU MAY WANT TO USE THE FORM FOUND IN APPENDIX D.
- SOME CENTERS TAKE DEPOSITS ON TEXTBOOKS TO ASSURE RETURN.

TESTING

LEVELS OF MASTERY REQUIRED MAY VARY BY COUNTY. SUGGESTED LEVELS ARE:

- IF USING A TEN-ITEM TEST, THE STUDENT SHOULD SCORE 90% OR ABOVE ON THE PRE-TEST. THE STUDENT DOES NOT HAVE TO COMPLETE THE LEARNING GUIDE FOR THAT STANDARD. IF BELOW 90%, THE STUDENT COMPLETES THE LEARNING GUIDE.

  IT IS SUGGESTED THAT IF USING A TEN-ITEM POST-TEST, THE STUDENT SCORE 90% OR ABOVE TO DEMONSTRATE MASTERY OF THE STANDARD.

  IF A MORE COMPREHENSIVE POST-TEST IS BEING ADMINISTERED, THE LEVEL OF MASTERY CAN DROP TO THE 70% LEVEL OR ABOVE FOR EACH STANDARD.

NOTE: THE TESTS DEVELOPED UNDER THIS PROJECT ARE IN A TEN-ITEM FORMAT. YOU WANT TO BE SURE THAT THE STANDARD HAS BEEN MASTERED BEFORE SIGNING YOUR NAME TO THAT EFFECT.

IF ACCEPTING LOWER TEST ACHIEVEMENT LEVELS, FACILITATORS NEED TO USE OTHER MEASURES OR OBSERVATIONS TO MAKE SURE THE STUDENT HAS MASTERED THE STANDARD.

ADMINISTERING, SCORING, AND PROVIDING FEEDBACK ON PRE/POST-TESTS ARE MAJOR TASKS OF THE CBAE FACILITATOR OR TEACHER AIDE. IF TWO FACILITATORS SHARE A CLASSROOM, DIVISION OF RESPONSIBILITIES IS HELPFUL, WITH ONE HANDLING TESTING AND ONE HANDLING CONSULTATION.

OPTIONS:

- Testing as the students are ready - This is the ideal for the student, but may result in long waiting lines and may hinder individual consultation for planning and assistance. Monitoring can also become a problem. If testing is available at any time, designate a specific testing area to make monitoring easier and to let students know that the individual is being tested.

  If setting aside a testing area is not feasible, try having a bicycle flag to place on the desk of a student taking a test. This way, you will know and others will know who's being tested. It works!

NOTE: Take time to mix the questions on the test to make several versions with questions in different order of sequence. This will help avoid cheating. You actually need at least three to four 10-question tests for each standard. Word gets around!

Ideally, a computer test bank for each performance standard should be available. This is down the road!

- Testing at specified times - Schedule the first hour and the last hour of a session as testing time or schedule testing only for certain days during the week. Remember that students should not be tested immediately upon completion of the activities for a standard. Let an hour or so lapse after completion of the activities and self-check. Students could be asked to review information or start work in the next learning guide.

  For even better validity, students should wait at least a day before taking the Post-Test on a standard. This could work well if the student is attending daily and in a full-time center. However, this idea is unrealistic for evening

CENTERS WHERE STUDENTS MAY ATTEND CLASS ONCE PER WEEK.

- SPECIFIED TESTING TIMES WILL ALLOW YOU MORE TIME TO WORK WITH STUDENTS NEEDING INDIVIDUAL HELP. MONITORING ALSO BECOMES LESS OF A PROBLEM.
- SCHEDULE TESTING TIMES OFTEN ENOUGH SO THAT STUDENT PROGRESS CAN OCCUR. STUDENTS CAN GO ON TO THE NEXT LEARNING GUIDE WHILE WAITING TO BE TESTED.

RECORD KEEPING

- STUDENT INFORMATION - STUDENT RECORD INFORMATION MAY VARY AS TO TYPE OF FORM USED BY EACH COUNTY. APPENDIX F CONTAINS A SAMPLE STUDENT INFORMATION FORM.

- PERMANENT RECORD - THE INDIVIDUAL PERFORMANCE STANDARD CHECK SHEET IN APPENDIX C IS THE FORM USED FOR TRACKING OF MASTERY OF PERFORMANCE STANDARDS. BOTH THE LEARNER AND FACILITATOR KEEP A COPY OF THIS, THE LEARNER TO BE AWARE OF HIS PROGRESS, AND THE FACILITATOR AS A PERMANENT RECORD.

THE INDIVIDUAL PERFORMANCE STANDARD CHECK SHEET INCLUDES:

BASIC INFORMATION

- STUDENT NAME
- COURSE TITLE
- COURSE NUMBER
- ADULT CENTER
- YEAR
- TERM

PERFORMANCE LOG

- PERFORMANCE STANDARD NUMBER
- PROPOSED COMPLETION DATE
- PRE-TEST SCORE (USUALLY RECORDED AS A PERCENTAGE) AND DATE

- LEARNING ACTIVITIES TO BE COMPLETED (NUMBER OF ACTIVITIES AGREED ON BY FACILITATOR AND LEARNER DURING SHORT-TERM GOAL SETTING)
- SELF-CHECK (CHECKED OFF BY STUDENT WHEN SUCESSFULLY COMPLETED)
- REVIEW EXERCISES (FILLED IN ONLY IF NEEDED AFTER UNSUCESSFUL SELF-CHECK OR POST-TEST)
- POST-TEST SCORE (USUALLY RECORDED AS A PERCENTAGE) AND DATE
- INSTRUCTOR'S INITITALS

FINAL GRADE AND COURSE CREDIT

TEST AVERAGE INCLUDES:

- ALL FINAL POST-TEST GRADES (UNSUCCESSFUL POST-TESTS ARE RECORDED AT THE END OF THE RECORD, BUT ARE NOT INCLUDED IN THE FINAL AVERAGE).

- PRE-TEST GRADES ONLY IF AT OR ABOVE 90%.

- FINAL EXAMINATION GRADE. THIS GRADE MUST MEET OR EXCEED THE DESIGNATED LEVEL OF MASTERY. IT IS SUGGESTED THAT THE FINAL EXAM COUNT 10% OF THE FINAL GRADE AVERAGE.

  EXAMPLE: 9 X POST-TEST AVERAGE + EXAM GRADE = _____

  DIVIDED BY 10 = COURSE AVERAGE GRADE

- FINAL COURSE GRADE (NUMBER OR LETTER GRADE AS DESIGNATED BY COUNTY).

VERIFICATION OF CREDIT INCLUDES:

- INSTRUCTOR'S SIGNATURE ON PERFORMANCE STANDARD CHECK SHEET
- DEAN/PRINCIPAL'S SIGNATURE
- DATE CREDIT AWARDED

NOTE:

UNSUCCESSFUL POST-TESTS ARE RECORDED FOR THE LEARNER'S AND FACILITATOR'S INFORMATION, BUT ARE NOT INCLUDED IN THE FINAL AVERAGE.

PURPOSE OF THE PERFORMANCE STANDARD CHECK SHEET IS

- TO SERVE AS A PERMANENT RECORD FOR FACILITATOR AND LEARNING CENTER.
- TO SERVE AS A GUIDE AND PROGRESS CHART FOR THE ADULT LEARNER.
- TO SERVE AS A SHORT-TERM LEARNING AGREEMENT OR CONTRACT BETWEEN THE LEARNER AND FACILITATOR.
- TO REMAIN IN STUDENT'S PERMANENT CUMULATIVE FOLDER AS A RECORD OF COURSE MASTERY.

NOTE: SOME FACILITATORS CHOOSE TO USE A SEPARATE LEARNING AGREEMENT FORM SUCH AS THE ONE IN APPENDIX G, BUT THE AGREEMENT CAN BE DOCUMENTED BY RECORDING THE PERFORMANCE STANDARD NUMBERS, SCHEDULED COMPLETION DATES, AND THE RECOMMENDED LEARNING ACTIVITIES ON THIS FORM. THIS CREATES A PERMANENT RECORD FOR THE LEARNER AND THE FACILITATOR AND ELIMINATES THE NEED FOR KEEPING UP WITH OTHER FORMS.

ADDITIONAL ACTIVITIES OR EXCERCISES ASSIGNED TO MASTER THE PERFORMANCE STANDARD CAN BE JOINTLY NOTED IN THE REVIEW EXERCISES SECTION OF THE FORM.

ATTENDANCE RECORD

ALTHOUGH A CERTAIN NUMBER OF DAYS OF ATTENDANCE IS NOT REQUIRED IN ORDER TO OBTAIN CREDIT IN A CBAE PROGRAM, STUDENTS SHOULD BE ENCOURAGED TO SET AND FOLLOW A REGULAR SCHEDULE FOR THEIR WORK.

ATTENDANCE RECORDS SHOULD BE KEPT ON EACH STUDENT. A CARD FILE SYSTEM IS AN EASY WAY TO KEEP RECORDS OF HOURS/ATTENDANCE IN A BUSY CLASSROOM/LAB. STUDENTS PICK UP THEIR CARDS; THE FACILITATOR RECORDS THE TIME. WHEN LEAVING THE LAB, THE STUDENT TURNS IN THE CARD AND THE FACILITATOR NOTES THE TIME. IT IS DROPPED IN A BOX. THESE RECORDS ARE ALSO VALUABLE FOR THE FACILITATOR AND COUNSELOR IN KEEPING UP WITH THE STUDENT'S INTEREST AND EFFORT.

SUGGESTED GUIDELINES FOR CO-ENROLLED STUDENTS IN CBAE CLASSES

SOME SCHOOL DISTRICTS MAY REQUIRE REGULAR HIGH SCHOOL STUDENTS (THOSE EARNING CREDITS TO BE APPLIED TOWARD REGULAR DAY SCHOOL GRADUATION) TO COMPLETE BOTH A TIME IN CLASS REQUIREMENT AND MASTERY OF THE PERFORMANCE STANDARDS. IN MEETING THAT REQUIREMENT FOR CO-ENROLLED STUDENTS, THE FOLLOWING GUIDELINES WILL BE FOLLOWED:

1. ATTENDANCE

   - ACCURATE ATTENDANCE RECORDS MUST BE MAINTAINED BY THE INSTRUCTOR.
   - STUDENTS MUST HAVE NO UNEXCUSED ABSENCES (A FULL NIGHT'S ABSENCE) FROM CLASS AND A MAXIMUM OF TWO EXCUSED ABSENCES.
   - EXCUSED ABSENCES ARE AS FOLLOWS:

CODE	REASON	EVIDENCE REQUIRED
1	ADMINISTRATIVE APPROVAL	SIGNATUREOF DEAN OR COUNSELOR (STUDENT OR PARENT MUST PRESENT EVIDENCE OF UNAVOIDABLE, EXTREME, UNUSUAL PROBLEM WHICH WOULD PREVENT ATTENDANCE).
2	MEDICAL PROBLEM	NOTE FROM DOCTOR, HOSPITAL, DENTIST, OR OTHER PROFESSIONAL MEDICAL AUTHORITY LISTING SPECIFIC DATES TO BE EXCUSED. NOTE MUST BE ON OFFICIAL STATIONERY OR MEMO PAD.

CALCULATION OF ABSENCES

THE FOLLOWING SYSTEM WILL BE USED:

- MISSED 2/3 OF NIGHT OR MORE (90 MIN) = 1 ABSENCE
- TARDY PRIOR TO BREAK TIME (1 TO 10 MIN) = 1/4 ABSENCE
- TARDY AFTER BREAK (1 TO 10 MIN) = 1/4 ABSENCE
- MISSED CLASS PRIOR TO BREAK (11 MIN. OR MORE) = 1/2 ABSENCE
- MISSED CLASS AFTER BREAK (11 MIN OR MORE) = 1/2 ABSENCE

ALL EXCUSED ABSENCES MUST BE MADE UP IN THE CLASS MISSED BY DOING ASSIGNED LESSONS WHICH ARE A PART OF THE COURSE, ARE EVALUATED, AND ARE MADE A PART OF THE STUDENT'S GRADE BY THE INSTRUCTOR.

MISSED TIME CANNOT BE MADE UP BY STUDENTS SITTING IN THE OFFICE OR DOING TASKS WHICH ARE NOT RELATED TO THE OBJECTIVES OF THE COURSE OF STUDY. TIME AND CONSTRUCTIVE EDUCATIONAL ACTIVITIES MUST NOT BE SEPARATED. UNEXCUSED ABSENCES CANNOT BE MADE UP AT ALL AND WILL RESULT IN AN "F" FOR THE COURSE.

2. PROCEDURES FOR STUDENTS WHO COMPLETE THE PERFORMANCE STANDARDS PRIOR TO COMPLETING THE TIME REQUIREMENT FOR THE COURSE:

- SPECIFIC LESSONS SHOULD BE PLANNED FOR THESE STUDENTS WHO CONTINUE TO BUILD UPON THE KNOWLEDGE BASE FOR THE COURSE THEY ARE ENROLLED IN. THESE LESSONS SHOULD BE A PART OF THE OVERALL EVALUATION AND GRADE FOR THE STUDENT. INSTRUCTORS MUST PLAN SUCH ACTIVITIES AND MAY WORK WITH THE STUDENT ON OPTIONS. RESEARCH WORK, REPORTS, AND CREATIVE PROJECTS ARE POSITIVE AND CONSTRUCTIVE TYPES OF ENRICHMENT ACTIVITIES.

- CO-ENROLLED STUDENTS SHOULD BE INFORMED AT THE VERY BEGINNING OF THE CLASS THAT THEY WILL DO ALL OF THE GUIDES FOR THE SPECIFIC STANDARDS AND IF TIME REMAINS IN THE COURSE THEY WILL WORK ON ENRICHMENT LESSONS FOR THE COURSE. "BUSY WORK" OR JUST PUTTING IN TIME MUST NOT BE PERMITTED.
- THE FINAL EXAMINATION SHOULD NOT BE GIVEN UNTIL ALL TIME REQUIREMENTS AND MASTERY OF STANDARDS REQUIREMENTS ARE MET.

3. PROCEDURES FOR STUDENTS WHO COMPLETE THE TIME IN CLASS REQUIREMENT BUT HAVE NOT MASTERED ALL OF THE COURSE PERFORMANCE STANDARDS:

- FOLLOW THE REGULAR ADULT EDUCATION GUIDELINES (I.E., IF AT THE END OF A TERM, 85% OF THE STANDARDS ARE MASTERED, GIVE THE STUDENT AN"I" (INCOMPLETE) AND ALLOW THE STUDENT TO FINISH THE REMAINING STANDARDS DURING THE NEXT TERM. DO NOT RE-REGISTER A STUDENT WITH AN "I". THE INSTRUCTOR IS RESPONSIBLE FOR SEEING THAT WORK IS COMPLETED AND THE "I" CHANGED TO A LETTER GRADE BY THE END OF THAT TERM. IF THE "I" IS NOT CHANGED BY THE END OF THE FOLLOWING TERM, IT IS CHANGED TO AN "F" AND THE STUDENT WILL HAVE TO RETAKE THE COURSE FOR CREDIT.

THIS SECTION IS THE BREVARD POLICY FOR CO-ENROLLED STUDENTS. THE IDEAL WOULD BE TO HAVE CO-ENROLLED STUDENTS PROGRESS THROUGH CBAE THE SAME AS ADULT STUDENTS.

PLACEMENT OF STUDENTS IN CBAE

A CAUTION MUST BE MADE AT THIS POINT. THE CBAE STUDENT LEARNING GUIDES ARE WRITTEN ON A HIGH SCHOOL LEVEL WITH READING LEVELS RANGING FROM THE 9TH TO 11TH GRADES. ALTHOUGH 50% OF THE INSTRUCTIONAL MATERIAL IN A HIGH SCHOOL COURSE CAN BE BELOW GRADE LEVEL, THE COURSE CODE NUMBERS AND TITLES FOR THE COURSES USED FOR THESE MODULES ARE FOR 9 - 12 READING LEVELS. STUDENTS READING BELOW THE 8TH GRADE LEVEL WILL HAVE GREAT DIFFICULTY AND BECOME DISCOURAGED IF PLACED IN AN ACADEMIC COURSE (I.E., AMERICAN HISTORY).

TESTING AND PLACEMENT ARE AN IMPORTANT COMPONENT FOR CBAE. THIS TOPIC IS NOT COVERED IN THIS GUIDE TO ANY GREAT DEGREE BECAUSE OF THE ASSUMPTION THAT THE STUDENTS WERE TESTED BEFORE ENTERING AN ACADEMIC COURSE. THE BREVARD CBAE STUDENT SERVICES GUIDE ADDRESSES IN DETAIL THE PLACEMENT OF STUDENTS AND THE ROLE OF THE COUNSELOR.

STUDENTS READING BELOW THE 8TH GRADE LEVEL CAN BE PLACED IN ELECTIVE COURSES WHICH DO NOT REQUIRE HIGH READING LEVELS WHILE BEING REMEDIATED.

No more!

SPECIAL HINTS FOR THE CBAE FACILITATOR

**** As the instructor/facilitator in CBAE, you can use several instructional methods. The program is designed primarily to be individualized; however, you can set aside class periods for the entire class to be instructed on a performance standard that is not suited for total individualization.
Examples: the inquiry method, science lab demonstration, student reports. This instructional process should be announced ahead of time or posted to alert the class so that all students will be present at the same time. Group activities can also be used. Student may at times be able to work together when assigned to the same performance standard. This would be very appropriate for sociology, science projects, history courses, and speech. You will find that many of the performance standards require some sort of group interaction.

**** Student progress through learning guides will vary depending upon motivation, time spent in class working, achievement levels, previous knowledge of the subject, and other variables. An agreement between the student and the facilitator should be made as to how much work should be accomplished by a specified time. Students should realize that they are progressing either normally or not doing as well as expected.

**** WATCH OUT for students who consciously or unconsciously do the following:

- Come to you and want to attempt to Post-Test before going through the activities in the guide.
- Come to you continually for information and instructions that are contained in the guide and resources.

- CHEAT ON THE SELF-CHECKS AND HAVE DIFFICULTY PASSING THE POST-TESTS.
- CONSISTENTLY SKIP OVER USING RESOURCES CALLED FOR IN THE LEARNING GUIDE.
- BECOME FRUSTRATED DUE TO LACK OF PROGRESS.
- INTERFERE WITH OTHER STUDENTS' LEARNING.
- FAIL TO USE TIME WISELY.
- APPEAR TO NEED MORE RESOURCES AND STUDY NOT CONTAINED IN THE LEARNING GUIDES BUT WANT TO TAKE THE POST-TEST.
- LOOK FOR EXCUSES TO MOVE AROUND OR LEAVE THE ROOM.

•••• AVOID THE TEMPTATION TO TEACH EVERYTHING YOURSELF IF IT IS IN THE LEARNING GUIDES AND RESOURCES.

•••• AVOID THE TENDENCY TO TRY TO KEEP THE ENTIRE GROUP TOGETHER ALL THE TIME UNLESS THERE IS A GOOD EDUCATIONAL REASON FOR DOING SO. ONCE SUFFICIENT GUIDES ARE AVAILABLE, STUDENTS SHOULD BE ABLE TO SPEED UP AND SLOW DOWN AS THEIR LEARNING NEEDS DICTATE.

•••• AS YOU GET NEW LEARNING GUIDES, GO THROUGH THEM AND THE RESOURCES REFERRED TO SO THAT YOU BECOME FAMILIAR WITH THEM.

•••• IF YOU DO NOT HAVE THE TOOLS, SUPPLIES, OR EQUIPMENT NEEDED FOR STUDENTS TO ACTUALLY PERFORM THE TASK HANDS-ON AS CALLED FOR IN THE GUIDE, AT LEAST HAVE STUDENTS GO THROUGH ALL THE RESOURCES AND REFERENCES AND TAKE THE POST-TEST.

•••• KEEP IN MIND THAT THESE MATERIALS ARE NOT PERFECT. THERE WILL BE MISTAKES AND OMISSIONS. OCCASIONALLY, YOU WILL FIND SOMETHING MENTIONED OR PICTURED THAT IS NOT APPROPRIATE FOR YOUR SETTING. THIS PROJECT DEVELOPED A TREMENDOUS AMOUNT OF LEARNING

MATERIALS IN A RELATIVELY SHORT PERIOD OF TIME (6 MONTHS). AT THIS RATE, MISTAKES ARE BOUND TO OCCUR. SIMPLY ALERT YOUR STUDENTS TO THESE POSSIBILITIES AND NOTE THEM SO THEY CAN BE CORRECTED.

**** IF YOU SINCERELY FEEL THAT THIS APPROACH TO INSTRUCTION WILL NOT WORK, IT WON'T! ON THE OTHER HAND, IF YOU BELIEVE THAT SHOWING STUDENTS EXACTLY WHAT THEY ARE TO LEARN AND GIVING THEM THE TIME AND HELP TO LEARN IT IS A BETTER WAY TO GO, THE CHANCES ARE GREAT THAT YOU WILL FIND A WAY TO MAKE THIS APPROACH WORK!

SPECIAL NOTE: IF YOU FIND MISTAKES IN INDIVIDUAL LEARNING GUIDES OR OMISSIONS OF PRE/POST-TESTS ETC.,PLEASE KEEP THESE SEPARATE IN A FOLDER. MARK IN RED INK THE CHANGES THAT NEED TO BE MADE. EVERY WEEK, SEND THESE BY COURIER TO THE COCOA CAMPUS ADULT/COMMUNITY EDUCATION CENTER, BCC. NOTE ATTENTION TO MARY WALLIS. (PLEASE SEE APPENDIX M)

APPENDICES

APPENDIX A . . . . . STUDENT INFORMATION SHEET-USING LEARNING GUIDES

APPENDIX B . . . . . STUDENT TRAINING - STUDENT LEARNING GUIDE

APPENDIX C-1 . . . . INDIVIDUAL PERFORMANCE STANDARD CHECK SHEET

APPENDIX C-2 . . . . PERFORMANCE STANDARD CHECK SHEET FOR GROUP

APPENDIX D . . . . . MATERIAL CHECK-OUT/CHECK-IN SHEET

APPENDIX E . . . . . CBAE TESTING FORM

APPENDIX F . . . . . CBAE STUDENT INFORMATION SHEET

APPENDIX G . . . . . CBAE LEARNING CONTRACT

APPENDIX H . . . . . EXCUSED ABSENCE (CO-ENROLLED STUDENT)

APPENDIX I . . . . . CBAE LABORATORY APPROACH

APPENDIX J . . . . . CBAE (MATH LAB) GUIDELINES

APPENDIX K . . . . . STUDENT INFORMATION SHEET - COUNSELOR INFORMATION

APPENDIX L . . . . . STUDENT DIAGNOSTIC PROFILE SHEET

APPENDIX M . . . . . REVISIONS/VALIDATION OF LEARNING GUIDE -HELP!

STUDENT INFORMATION SHEET - USING THE LEARNING GUIDES

AT THE BEGINNING OF EACH COURSE, YOU WILL FIND A LIST OF COMPETENCIES OR PERFORMANCE STANDARDS WHICH MUST BE ATTAINED TO COMPLETE THE COURSE. THE LEARNING GUIDES ARE INSTRUCTIONAL PACKETS THAT GUIDE EACH STUDENT INDIVIDUALLY THROUGH THE LEARNING PROCESS TO MEET THE PERFORMANCE STANDARDS. IN MOST CASES YOU WILL FIND ONE GUIDE PER PERFORMANCE STANDARD.

OVERVIEW OF THE LEARNING GUIDE

THE FIRST PAGE OF EACH LEARNING GUIDE CONTAINS THE FOLLOWING INFORMATION:

1. IDENTIFYING INFORMATION
   - SUBJECT AREA
   - COURSE CODE DIRECTORY TITLE AND NUMBER
   - PERFORMANCE STANDARD NUMBER
   - CREDIT FOR THE COURSE

2. THE PERFORMANCE STANDARD, OR COMPETENCY WHICH THIS MODULE IS DESIGNED TO DEVELOP

3. AN INTRODUCTION, WHICH BRIEFLY EXPLAINS THE PURPOSE OF THE GUIDE, WHY IT IS IMPORTANT, AND WHAT YOU WILL LEARN.

4. PREREQUISITES (I.E., ALGEBRA 1 BEFORE ALGEBRA II)
5. LABORATORY ACTIVITIES (IF APPLICABLE)
6. PERFORMANCE OBJECTIVES
   - CONDITIONS (THE GIVEN)
   - PERFORMANCE (WHAT WILL BE DONE)
   - CRITERION (HOW WELL)

AN EXAMPLE OF A PERFORMANCE OBJECTIVE MIGHT BE

"GIVEN 10 PROBLEMS INVOLVING THE MULTIPLICATION OF FRACTIONS (CONDITIONS), THE STUDENT WILL BE ABLE TO COMPLETE THEM (PERFORMANCE) WITH 90% ACCURACY (CRITERION)."

PAGE TWO, LEARNING EXPERIENCES, IS THE HEART OF THE GUIDE. ON THIS PAGE ARE:

1. THE PERFORMANCE STANDARD (REPEATED FOR EASY REFERENCE)

2. LEARNING ACTIVITIES AND RESOURCES --- SPECIFIC INSTRUCTIONS FOR WHAT TO DO AND WHICH MATERIALS TO USE. YOU AND YOUR LEARNING FACILITATOR WILL JOINTLY DECIDE WHICH OF THESE YOU SHOULD COMPLETE, BASED ON PRETEST RESULTS. EXAMPLES OF LEARNING ACTIVITIES MIGHT BE TO READ A PASSAGE AND ANSWER QUESTIONS, COMPLETE A LAB, VIEW AN AUDIOVISUAL PRESENTATION, OR PREPARE A SPEECH.

   NORMALLY, THE LEARNING ACTIVITIES WILL INCLUDE . . .

   - PRESENTATION OF MATERIAL
   - PRACTICE IN APPLYING IT, AND
   - FEEDBACK ON HOW THE WORK WAS DONE

3. THE SPECIAL INSTRUCTION PAGE PROVIDES NECESSARY INFORMATION SUCH AS THE ORDER IN WHICH ACTIVITIES SHOULD BE SCHEDULED, WHERE SPECIAL MATERIALS ARE LOCATED, OR WHEN TO ASK THE FACILITATOR TO ASSIST YOU IN ARRANGING FOR A GROUP EXERCISE.

THE INSTRUCTION SHEET MAY NOT APPEAR IN EVERY LEARNING GUIDE. IF ONE IS TO BE USED, YOU WILL BE REFERRED TO IT BY ONE OF

THE LEARNING ACTIVITIES. INSTRUCTION SHEETS MAY CONTAIN GRAPHICS OR PICTURES TO CLARIFY A PROCESS OR CONCEPT BEING PRESENTED. THIS SHEET MAY ALSO PROVIDE DETAILED INSTRUCTIONS FOR A WRITING ASSIGNMENT OR LAB ASSIGNMENT OR PRESENT A CHECKLIST FOR EVALUATING A TASK YOU HAVE BEEN ASKED TO DO.

4. THE SELF-CHECK, OR PRACTICE TEST, GIVES YOU A CHANCE TO MEASURE YOUR PROGRESS BEFORE TAKING THE POSTTEST ON A LEARNING GUIDE. YOU COMPLETE IT AND GRADE IT YOURSELF, USING THE SELF-CHECK ANSWER KEY ON THE NEXT PAGE. NO GRADE IS RECORDED.

   IT IS IMPORTANT TO CHECK YOURSELF FAIRLY. IF YOU LOOK AHEAD AT THE ANSWER KEY OR SKIP ITEMS, YOU MAY THINK YOU ARE READY FOR THE POSTTEST WHEN YOU ACTUALLY NEED MORE STUDY. SHARE THE RESULTS OF YOUR SELF-CHECK WITH YOUR FACILITATOR AND MOVE ON TO THE POST-TEST OR TO ADDITIONAL LEARNING ACTIVITIES.

USE "STUDENT TRAINING GUIDE," APPENDIX B

STUDENT LEARNING GUIDE

BREVARD COMMUNITY COLLEGE

ADULT HIGH SCHOOL COMPLETION

(SUBJECT AREA) LISTED HERE

SUBJECT AREA: TITLE OF COURSE LISTED HERE

COURSE CODE DIRECTORY TITLE AND NO.: THESE NUMBERS ARE IDENTIFIERS FOR THE STATE COURSE CODE DIRECTORY & COLLEGE COURSE CODE

PERFORMANCE STANDARD NO.: 1.01 (SEE YOUR COURSE STANDARD SHEET) CREDIT: .5 = ½ FOR THIS COURSE

PERFORMANCE STANDARD: THE PERFORMANCE STANDARD APPEARS HERE

INTRODUCTION: READ THIS CAREFULLY. IT EXPAINS THE PERFORMANCE STANDARD AND EXPECTATIONS YOU ARE TO PERFORM.

PREREQUISITES: IN SOME CASES, A PREVIOUS COURSE MUST BE TAKEN IN ORDER TO ENTER THIS COURSE. (I.E., ALGEBRA I BEFORE TAKING ALGEBRA II) ALSO, YOU MAY BE REQUIRED TO HAVE A READING SCORE APPROPRIATE FOR TAKING THIS COURSE.

LABORATORY ACTIVITIES:

THIS AREA IS FOR SPECIAL LABS, LECTURES, DEMONSTRATIONS, THAT MIGHT BE REQUIRED FOR MASTERY OF THE PERFORMANCE STANDARD.

END-OF-COURSE OBJECTIVE:

THE FOLLOWING ILLUSTRATES:

Conditions: GIVEN 10 PROBLEMS INVOLVING THE MULTIPLICATION OF FRACTIONS

Performance: (CONDITIONS), THE STUDENT WILL BE ABLE TO COMPLETE THEM

Criterion: (PERFORMANCE) WITH 70% ACCURACY (CRITERION).

PLEASE DO NOT WRITE OR MARK ON THIS GUIDE

LEARNING EXPERIENCES

PERFORMANCE STANDARD:

THE PERFORMANCE STANDARD IS REPEATED HERE

LEARNING ACTIVITIES	SPECIAL INSTRUCTIONS

PLEASE DO NOT WRITE OR MARK ON THIS GUIDE

HERE WILL APPEAR SPECIFIC INSTRUCTIONS FOR WHAT TO DO AND WHICH MATERIALS TO USE.

YOU AND THE INSTRUCTOR WILL JOINTLY DECIDE WHICH OF THESE YOU SHOULD COMPLETE BASED ON PRETEST RESULTS.

AN EXAMPLE OF LEARNING ACTIVITIES MIGHT BE TO READ A PASSAGE AND ANSWER QUESTIONS, COMPLETE A LAB, VIEW AN AUDIO-VISUAL PRESENTATION, OR PREPARE A SPEECH.

THREE THINGS HAPPEN HERE:

PRESENTATION OF WHAT TO DO

PRACTICE IN APPLYING IT,

FEEDBACK ON HOW THE WORK WAS DONE

NOTE: YOUR INSTRUCTOR MAY GIVE YOU ADDITIONAL ACTIVITIES NOT WRITTEN IN THIS GUIDE.

THE INSTRUCTOR ALSO ASSESSES WHEN YOU ARE READY TO TAKE THE POST-TEST.

YOU MAY FIND THAT YOU NEED TO WORK THROUGH ALL THE ACTIVITIES PRESENTED HERE, PLUS HAVE ADDITIONAL ASSIGNMENTS BEFORE TAKING THE POST-TEST.

THIS SPACE IS FOR SPECIAL INSTRUCTIONS RELATIVE TO NECESSARY INFORMATION YOU NEED TO KNOW TO PERFORM THE LEARNING ACTIVITIES.

INFORMATION MIGHT BE THE ORDER IN WHICH ACTIVITIES SHOULD BE SCHEDULED, WHERE SPECIAL MATERIALS ARE LOCATED, OR WHEN TO ASK THE INSTRUCTOR TO ASSIST IN ARRANGING FOR A GROUP EXERCISE.

INSTRUCTION ON WHEN TO TAKE THE SELF-CHECK AND POST-TEST WILL ALSO BE PROVIDED HERE.

INSTRUCTION SHEET

PERFORMANCE STANDARD NO.: 1.01

PLEASE DO NOT WRITE OR MARK ON THIS GUIDE

THIS SHEET MAY NOT APPEAR IN EVERY STUDENT LEARNING GUIDE. IF ONE IS USED, YOU WILL BE REFERRED TO IT BY ONE OF THE LEARNING ACTIVITIES PRESENTED ON THE PREVIOUS PAGE.

THIS SHEET USUALLY CONTAINS GRAPHICS OR PICTURES TO CLARIFY A PROCESS OR CONCEPT BEING PRESENTED.

IT MAY ALSO PROVIDE DETAILED INSTRUCTIONS FOR A WRITING ASSIGNMENT OR LAB ASSIGNMENT, OR MAY PRESENT A CHECKLIST FOR EVALUATING A TASK YOU HAVE BEEN ASKED TO DO.

SELF-CHECK

PERFORMANCE STANDARD NO.: 1.01

DIRECTIONS

SPECIAL DIRECTIONS ARE PRESENTED HERE. READ CAREFULLY.

PLEASE DO NOT WRITE OR MARK ON THIS GUIDE

THE SELF-CHECK GIVES YOU A CHANCE TO MEASURE YOUR PROGRESS BEFORE TAKING THE POST-TEST ON THIS LEARNING GUIDE. YOU COMPLETE IT AND GRADE IT YOURSELF, USING THE SELF-CHECK ANSWER KEY ON THE NEXT PAGE.

NO GRADE IS RECORDED. THE INSTRUCTOR MAY REQUIRE THAT YOU DISCUSS THE SELF-CHECK WITH HIM/HER. IT IS IMPORTANT TO CHECK YOURSELF FAIRLY. IF YOU LOOK AHEAD AT THE ANSWER KEY OR SKIP ITEMS, YOU MAY THINK YOU ARE READY FOR THE POST-TEST WHEN YOU ACTUALLY NEED MORE STUDY.

AFTER SUCCESSFULLY COMPLETING THE SELF-CHECK AND DISCUSSING YOUR PROGRESS WITH THE INSTRUCTOR, YOU WILL BE ASSIGNED A TESTING TIME TO TAKE THE POST-TEST.

YOU WILL NOT BE GIVEN THE POST-TEST IMMEDIATELY, BUT WILL POSSIBLY TAKE THE TEST DURING THE NEXT CLASS PERIOD OR AT LEAST WAIT A MINUMUM OF 24 HOURS.

WHILE YOU WAIT TO TAKE YOUR POST-TEST, DO THE FOLLOWING:

** REVIEW THE INSTRUCTIONAL MATERIAL

** GO ON TO THE NEXT PERFORMANCE STANDARD

SELF-CHECK ANSWER SHEET

PERFORMANCE STANDARD NO.: 1.01

PLEASE DO NOT WRITE OR MARK ON THIS GUIDE

REMEMBER, DO NOT LOOK AT THIS SHEET UNTIL YOU HAVE COMPLETED THE SELF-CHECK TO YOUR SATISFACTION.

AFTER GRADING YOUR SELF-CHECK, DISCUSS YOU PROGRESS WITH THE INSTRUCTOR AND MAKE ARRANGEMENTS FOR:(1) ADDITIONAL ACTIVITIES TO ASSURE MASTERY OF THIS COMPETENCY, OR (2) TAKING THE POST-TEST FOR THIS COMPETENCY.

INDIVIDUAL PERFORMANCE STANDARD
CHECK SHEET

CBAE
HIGH SCHOOL COMPLETION

YEAR: _____ TERM: _____

STUDENT NAME: _____
COURSE TITLE: _____
COURSE NO.: _____
ADULT CENTER: _____

Performance Standard	PRETEST Date/Score		Learning Activities	Self-Check	Review Exercises	POSTTEST Date/Score		Instructor Initials	COMMENTS

Instructor Signature: _____
Dean's Signature: _____
Date: _____

Test Average: _____
Exam Grade: _____
Final Grade Ave: _____
Credit: _____

Page ___ of ___

APPENDIX C-2

Instructor's Name: _____ CBAE INSTRUCTOR'S

Course Title & Number: _____ PERFORMANCE STANDARD

Adult Center: _____ CHECK SHEET

Directions: Place the Performance Standard Number in the box provided at the top. Place the date in the corresponding box to indicate completion.

STUDENTS' NAMES																											

MATERIAL CHECK-OUT/CHECK-IN _____ APPENDIX D

TERM_____ LAB INSTRUCTOR

NAME	MATERIAL TAKEN	DATE OF CHECK-OUT	TIME	DATE OF CHECK-IN	TIME	INITIAL

APPENDIX E

CBAE TESTING FORM

_____

INSTRUCTOR:_____

COURSE: _____

STUDENT NAME:_____

_____PRETEST NUMBER_____

_____POSTTEST NUMBER_____

_____FINAL EXAMINATION_____

CIRCLE NUMBER OF QUESTIONS MISSED (PRETEST AND POSTTEST):

1 2 3 4 5 6 7 8 9 10

WRITE IN NUMBERS OF ITEMS MISSED (FINAL EXAMINATION):

_____

APPENDIX F

CBAE STUDENT INFORMATION SHEET

ENTRY DATE:_____

ENTRY TERM:_____

SUBJECT(s)_____

_____

_____

STUDENT NAME:_____

ADDRESS:_____
STREET CITY ZIP

PHONE:_____MARITAL STATUS:_____ NO. OF CHILDREN_____

BIRTH DATE:_____S.S.#_____

LAST SCHOOL ATTENDED:_____

LAST GRADE COMPLETED:_____EMPLOYED?_____

IF SO, WHERE?_____PART-TIME___FULLTIME_____

NOT EMPLOYED:_____ARE YOU SEEKING EMPLOYMENT?_____

ARE YOU HANDICAPPED?_____ TYPE:_____

ARE YOU RECEIVING PUBLIC ASSISTANCE?_____LIMITED ENGLISH PROFICIENCY?(FOREIGN BORN)_____

PURPOSE OF PROGRAM ENTRY:_____

WHAT OTHER COURSES ARE YOU TAKING THIS TERM?_____

_____

_____

WHAT ARE YOUR HOBBIES AND INTEREST?_____

_____

_____

WHAT DO YOU PLAN TO DO AFTER EARNING YOUR DIPLOMA?_____

_____

SSAT # 1 STATUS:_____ SSAT # II STATUS:_____

APPENDIX G

CBAE LEARNING CONTRACT

TERM: _____ DATE: _____

SUBJECT: _____

STUDENT NAME: _____

FACILITATOR: _____

I PLAN TO COMPLETE PERFORMANCE STANDARD _____ (NUMBERS)

BY _____ (DATE) . I WILL COMPLETE AND CHECK

THE FOLLOWING ACTIVITIES SEEKING HELP IF I NEED IT:

PERFORMANCE STANDARD NUMBER	LEARNING ACTIVITIES NUMBERS

_____
SIGNATURE OF LEARNER

_____
FACILITATOR ENDORSEMENT

APPENDIX H

EXCUSED ABSENCE (CO-ENROLLED STUDENTS)

ADULT/COMMUNITY EDUCATION CENTER: _____

STUDENT NAME: _____

DATE: _____ DATE OF ABSENCE: _____

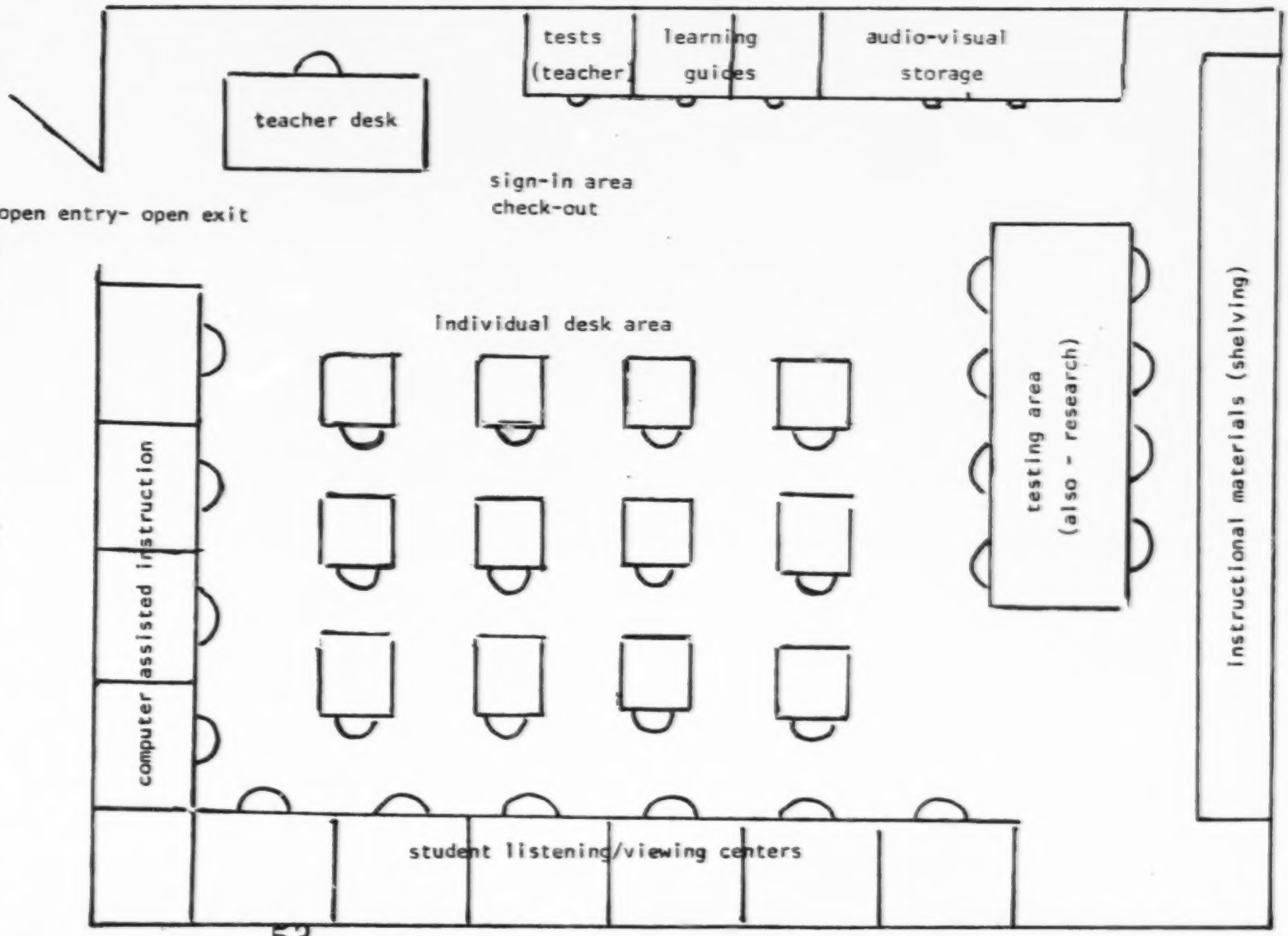
DEAN/COUNSELOR APPROVAL: _____

COMMENTS:

NOTE: MEDICAL EVIDENCE FOR EXCUSED ABSENCES MAY BE PRESENTED DIRECTLY TO THE INSTRUCTOR.

THE CBAE LABORATORY APPROACH

APPENDIX I



APPENDIX I

CBAE STUDENT GUIDELINES (MATH LAB)

WELCOME TO THE MATHEMATICS LEARNING LAB. IN THIS ROOM YOU WILL FIND STUDENTS TAKING SEVERAL DIFFERENT COURSES, SUCH AS GENERAL MATH 1, 11, 111, PRE-ALGEBRA, ALGEBRA 1 & 11, GEOMETRY, TRIGONOMETRY, AND CONSUMER MATH. BY USING STUDENT LEARNING GUIDES, EACH PERSON LEARNS AND PROGRESSES AT HIS/HER OWN PACE THROUGH THE REQUIRED COURSE PERFORMANCE STANDARDS (COMPETENCIES) SET FOR EACH COURSE.

THERE IS A STUDENT LEARNING GUIDE FOR EACH COURSE PERFORMANCE STANDARD.

- YOU WILL WORK ON ONE GUIDE AT A TIME. PERFORMANCE STANDARDS ARE NUMBERED IN SEQUENCE (I.E., 1.01, 1.02, 1.03, ETC.). COURSES WILL VARY AS TO THE NUMBER OF PERFORMANCE STANDARDS REQUIRED.

- THE STUDENT LEARNING GUIDE WILL TELL YOU WHAT YOU ARE SUPPOSED TO DO TO MASTER THE STANDARD (COMPETENCY).

- INCLUDED IN EACH LEARNING GUIDE ARE ACTIVITIES (ASSIGNMENTS), PRACTICE TESTS AND ANSWERS.

- IN SOME CASES YOU WILL BE GIVEN ADDITIONAL ACTIVITIES, TESTS, STANDARDS.

- ALL WORK IS INDIVIDUALIZED WITH NO ORGANIZED LECTURES.

- LEARNING GUIDES ARE SET-UP IN INDIVIDUAL FOLDERS IN NUMERICAL SEQUENCE FOR YOUR EASY ACCESS IN A FILE CABINET.

- YOUR LEARNING FACILITATOR (INSTRUCTOR) WILL SHOW YOU WHERE THE GUIDES CAN BE FOUND AND THE LOCATION OF INSTRUCTIONAL MATERIALS.

YOUR LEARNING GUIDE WILL TELL YOU TO TAKE A PRE-TEST BEFORE STARTING THE ACTIVITIES.

- IF THIS TEST INDICATES THAT YOU HAVE ALREADY MASTERED THIS PARTICULAR STANDARD, THEN YOU PROCEED TO THE NEXT STANDARD.
- MOST STUDENTS PREFER TO TAKE THE PRACTICE TEST FIRST TO SEE WHAT IS ON THE MONITORED TEST.
- IF YOU DO NOT PASS THE PRE-TEST, THEN YOU MUST PROCEED THROUGH THE OUTLINED ACTIVITIES IN THE LEARNING GUIDE.
- A MONITORED POST-TEST IS GIVEN WHEN YOU AND THE LEARNING FACILITATOR DECIDE YOU ARE READY TO DEMONSTRATE MASTERY OF A STANDARD.
- AFTER YOU HAVE SUCCESSFULLY COMPLETED ALL COURSE STANDARDS, A SEMESTER EXAMINATION WILL BE GIVEN.

YOU HAVE A PERSONAL FOLDER IN THE VERTICAL FILE CABINET THAT CONTAINS YOUR PERFORMANCE CHECKLIST, YOUR ASSIGNMENTS AND WORK, THIS MEMO, AND YOUR SCHEDULE.

- ALL PRE & POST-TESTS AND FINAL EXAMS ARE KEPT IN FOLDERS IN ANOTHER FILE FOR INSTRUCTOR USE ONLY.
- WHEN YOU COME TO THE LAB, PICK UP YOUR FOLDER; AND WHEN YOU LEAVE THE LAB, RETURN IT TO ITS CORRECT PLACE IN THE FILE.

ATTENDANCE CARDS ARE KEPT IN A BOX NEAR THE LEARNING FACILITATOR'S DESK.

- WHEN YOU COME IN THE LAB, TAKE IT FROM THE BOX AND FILL IN THE DATE AND TIME.

- KEEP THE CARD WITH YOU UNTIL YOU TAKE A MONITORED TEST (GIVE CARD TO THE LEARNING FACILITATOR).
- WHEN YOU SIGN OUT, RETURN THE CARD TO THE BACK OF THE BOX. RECORD TIME IN CLASS TO THE NEAREST WHOLE 5 MINUTES ONLY.

ATTENDANCE IS VERY IMPORTANT TO YOUR SUCCESS IN MATHEMATICS.

- YOU MAY OPT TO ATTEND EVERY DAY THE CLASS IS SCHEDULED.
- SET UP A REGULAR SCHEDULE FOR YOURSELF AND FOLLOW THAT SCHEDULE
- PLACE THIS SCHEDULE IN YOUR PERSONAL FOLDER.
- YOU MUST STAY AT LEAST 50 MINUTES EACH TIME YOU COME TO THE LAB. TAKE BREAKS AND MAKE OTHER ARRANGEMENTS BEFORE YOU ENTER THE LAB. YOU MAY STAY AS LONG AS YOU WISH, BUT BREAK TIMES ARE EVERY 50 MINUTES.

THE GRADING SYSTEM IS THE SAME FOR ALL CLASSES IN ADULT EDUCATION.

A = 94 - 100 B = 85 - 93 C = 76 - 84 D = 70 - 75

AT THE END OF A TERM, IF 85% OF THE MODULES ARE COMPLETED IN A COURSE, YOU WILL RECEIVE AN "I" (INCOMPLETE). YOU COME BACK THE NEXT TERM TO COMPLETE THE REMAINING MODULES AND THEN WILL BE ASSIGNED A LETTER GRADE. YOU DO NOT RE-REGISTER FOR THIS COURSE.

IF LESS THAN 85% OF THE MODULES ARE COMPLETED, YOU WILL RECEIVE AN "N" (NON-COMPLETION) WITH NO CREDIT. YOU MUST RE-REGISTER AND CONTINUE IN THE MODULES TO ATTAIN CREDIT.

IF WITHIN A TERM, YOU HAVE COMPLETED 30% OR LESS OF THE MODULES, YOU WILL BE WITHDRAWN FROM CLASS, BUT CAN RE-REGISTER THE NEXT TERM AND BEGIN THE COURSE OVER AGAIN.

TESTING REGULATIONS:

- AFTER COMPLETING A MODULE, YOU MUST WAIT 8 TO 24 HOURS BEFORE TAKING THE POST-TEST. A SCHEDULE OF TESTING TIMES IS POSTED.

- IF YOU COMPLETE A MODULE, YOU MAY SPEND TIME IN REVIEW OR GO ON TO THE NEXT ONE DURING THIS WAITING PERIOD.

- FINAL EXAMINATIONS CAN BE GIVEN AT ANYTIME AFTER THE COMPLETION OF ALL THE MODULES. IT IS SUGGESTED THAT YOU SPEND TIME REVIEWING PERFORMANCE STANDARDS FOR AT LEAST ONE DAY.

NOTE: LABS ARE DIFFICULT TO KEEP <u>QUIET</u> BECAUSE OF THE NECESSARY MOVEMENT TO COMPLETE ACTIVITIES. STUDENTS MUST MAKE A <u>GOOD</u> EFFORT TO KEEP DOWN THE NOISE LEVEL.

YOUR LEARNING FACILITATOR IS HERE TO HELP YOU PROGRESS RAPIDLY THROUGH COURSE PERFORMANCE STANDARDS. HE/SHE IS AVAILABLE TO GIVE SPECIAL ASSISTANCE TO YOU AS YOU WORK THROUGH ACTIVITIES.

I HAVE READ AND UNDERSTAND THE ABOVE INFORMATION:

STUDENT SIGNATURE:_____ DATE:_____

(Developed by: Bobbie Deering
South Area Adult/Community Ed.C.)
Brevard County

APPENDIX K

COUNSELOR INFORMATION

STUDENT INFORMATION FORM

THIS FORM IS TO BE COMPLETED AT INITIAL REGISTRATION AND ENTRY INTO THE ADULT DIPLOMA PROGRAM AND RETAINED IN THE STUDENT'S CUMULATIVE FILE. THE INFORMATION OBTAINED WILL BE USED TO ASSIST THE COUNSELOR AND THE STUDENT IN PLANNING THE STUDENT'S EDUCATIONAL PROGRAM.

NAME: _____
LAST FIRST MIDDLE

ADDRESS: _____

PHONE: _____ DATE OF BIRTH: _____

DATE OF ENTRY INTO ADULT ED. PROGRAM: _____

---

1. HIGHEST GRADE COMPLETED IN REGULAR SCHOOL: _____
2. LAST SCHOOL ATTENDED (NAME AND ADDRESS):

SCHOOL NAME: _____ ADDRESS: _____

_____

3. BASED UPON YOUR PAST EDUCATIONAL EXPERIENCES, RATE YOUR ABILITY/ACHIEVEMENTS IN THE FOLLOWING GENERAL SUBJECT AREAS:

	CHECK APPROPRIATE BLANKS		
	HIGH	AVERAGE	LOW
A. MATH	_____	_____	_____
B. READING	_____	_____	_____
C. WRITING	_____	_____	_____
D. SPELLING	_____	_____	_____
E. SOCIAL STUDIES	_____	_____	_____
F. SCIENCE	_____	_____	_____

4. WHY DO YOU NOW WISH TO OBTAIN A HIGH SCHOOL DIPLOMA?

A. _____FOR EMPLOYMENT/PROMOTION

B. _____FOR SELF-IMPROVEMENT

C. _____FOR IMPROVED SOCIAL ACCEPTANCE

D. _____OTHER (EXPLAIN)

5. HAVE YOU EVER BEEN IN AN EXCEPTIONAL EDUCATION PROGRAM? _____YES _____NO

6. IF YOUR ANSWER TO NUMBER FIVE WAS "YES", CHECK THE PROGRAM YOU WERE IN:

_____EMH (EDUCABLE MENTALLY HANDICAPPED)

_____EH (EMOTIONALLY HANDICAPPED)

_____SLD (SPECIFIC LEARNING DISABILITIES)

_____PI (PHYSICALLY HANDICAPPED)

_____GIFTED

_____OTHER (LIST OR EXPLAIN)

COMMENTS:

Counselor Shares With
CBAE Instructor

APPENDIX L

STUDENT DIAGNOSTIC PROFILE

STUDENT'S NAME: _____
LAST FIRST MIDDLE

I. FROM TRANSCRIPT

	TOT. RDG.	SPELL	TOT. LANG.	TOT. MATH
A. CTBS (NATIONAL PERCENTILE)	_____	____	_____	_____

TOT. BATTERY DATE TAKEN

_____ _____

B. PHASE LEVEL (ABILITY/ACHIEVEMENT GROUPING)
(LOW 1-2, AVERAGE 3, HIGH 4-5)

MATH: _____, ENGLISH: _____, SCIENCE: _____,

SOC. STUDIES:_____

C. OTHER DIAGNOSTIC TESTS ON RECORD:

TEST	RESULTS
1. _____	1. _____
2. _____	2. _____

II. TABE (TEST FOR ADULT BASIC EDUCATION)
(SEE ATTACHED STUDENT PROFILE FROM TABE)

1. LOCATOR TEST: LEVEL: VOCAB: ____ MATH_____DATE: ___

2. TABE TEST: LEVEL: VOCAB: _____ MATH: _____FORM:_____
RESULTS LISTED BELOW BY GRADE LEVEL

(A) READING: VOCAB. _____, COMPR._____, TOTAL:_____

(B) MATH: COMPU: ___, CNCPT. & PROB. ___, TOTAL:___

(C) ENG: MECH & EXPR:___, SPELL: ___, TOTAL: _____

COMMENTS (USE BACK IF NEEDED):

USERS OF CBAE HIGH SCHOOL CURRICULUM MODULES . . .

IT IS IMPORTANT FOR ALL OF US . . .

THAT TEACHERS IN THE ADULT EDUCATION PROGRAM USING THE CBAE STUDENT LEARNING GUIDES FOR CREDIT SUBJECT AREAS BE ALERT TO ANY ERRORS OR OMISSIONS IN THESE GUIDES. ANY GUIDES THAT HAVE ERRORS/OMISSIONS SHOULD BE PULLED OUT AND SENT TO THE COCOA CAMPUS ADULT/COMMUNITY EDUCATION CENTER, ATTENTION: MARY WALLIS.

DO THE FOLLOWING:

- MARK IN RED INK CHANGES THAT NEED TO BE MADE. IF A WRONG REFERENCE FOR ACTIVITIES IS EVIDENT, NOTE THE CORRECT REFERENCE.

- CHECK PRE/POST-TESTS CAREFULLY TO MAKE SURE THESE TESTS ARE VALID AND ACTUALLY TEST THE STANDARDS. ALSO, NOTE ANY WRONG ANSWERS IN THE ANSWER KEY. DO THE SAME WITH THE FINAL EXAM.

- IF A PRE OR POST-TEST IS MISSING, PLEASE DEVELOP ONE AND SEND IT TO US.

- IF STANDARDS DO NOT HAVE SUFFICIENT ACTIVITIES TO TEACH ADEQUATELY THESE STANDARDS, PLEASE MAKE A NOTE OF THIS. SEND A COPY OF EACH STANDARD WITH SUGGESTED RESOURCES. TRY TO USE ONLY THOSE RESOURCES THAT HAVE BEEN DESIGNATED FOR THE COURSE.

ONCE WE RECEIVE THIS INFORMATION, CORRECTIONS WILL BE MADE AND COPIES OF REVISED STUDENT LEARNING GUIDES SENT TO ALL ADULT CENTERS.

WHEN YOU RECEIVE THESE CORRECTED LEARNING GUIDES, DISCARD THE OLD ONES.

PLEASE DO NOT WAIT TO SEND THOSE LEARNING GUIDES IN NEED OF CORRECTIONS TO US. WE NEED TO BE CONSISTENTLY VALIDATING THIS CURRICULUM.

. . . . . .

WE ASK ALL DISTRICTS/COMMUNITY COLLEGES USING THIS CURRICULUM THAT YOU PROVIDE US WITH ANY NEEDED CORRECTIONS AS OUTLINED ABOVE.

BREVARD COMMUNITY COLLEGE

Maxwell C. King, President

BOARD OF TRUSTEES

Mrs. Irene H. Burnett, Chairperson
Philip F. Nohrr, Vice Chairperson
Roger W. Dobson
John Henry Jones
Ralph M. Williams, Jr.

BREVARD COUNTY SCHOOL DISTRICT

Lloyd A. Soughers, Superintendent

SCHOOL BOARD

Lynn Demetriades, Chairperson
Larry, C. Williamson, Vice Chairperson
Esther R. Baker
John William Baker
Vera W. Walker

ERIC Clearinghouse for
Junior Colleges

JUL 11 1986